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AUTHOR Baird, Lucille
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ABSTRACT

A training institute was held by the School of Education at Eastern New Mexico University to increase the library and audiovisual media skills of elementary school library media aides in this sparsely populated area, where many school media technicians have little or no college training. The institute was designed to increase competencies of library aides in six areas: (1) graphics production and display, (2) information and materials processing, (3) operation and maintenance of instructional equipment, (4) clerical tasks related to the ordering and receiving of materials, (5) circulation and use of materials and equipment, and (6) working directly with students and teachers. The training period was divided into two parts: a 5-week summer session at the university and a 16-week on-the-job training program at participating schools in a 7-county target area. Twenty library aides were registered for participation; 19 completed the program. One of the two faculty members employed to teach at the institute specialized in media production and utilization, and the other in selection and processing of library materials. An external evaluation indicated the program was successful in improving the competency and self-confidence of the participants; several aides showed interest in continuing college training. (SW)

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LIBRARY MEDIA INSTITUTE FOR PARAPROFESSIONALS

APPLICANT: School of Education
Eastern New Mexico University
Portales, NM 88130

TITLE OF PROJECT: Library Media Institute for Paraprofessionals

PROJECT DIRECTOR: Dr. Lucille Baird, Coordinator
Library Science Discipline
School of Education
Eastern New Mexico University
Station #32
Portales, NM 88130
505-562-2832

PARTICIPANTS: 20 participants at pre-bacculaureate level
Elementary School Library Media Paraprofessionals

DATES: January 1, 1978 - December 31, 1978
(5 week summer session, June 6 - July 11, 1978)

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I. OBJECTIVES AND NEED FOR THIS ASSISTANCE

Eastern New Mexico University is fully accredited by the North Central Association of Schools and Colleges for its four year undergraduate program and the graduate programs. The Library Science Discipline, under the School of Education, offers courses which lead to a minor in library science. The curriculum meets secondary school regulation IV.4.71 of North Central and will fulfill New Mexico school certification requirements (1, p.54).

Although the American Library Association recommends at least one media paraprofessional and two media technicians or aides in every school (2, p.34-35), very few elementary schools in New Mexico have a certified librarian or media specialist on their staff (3).

The minimum standards for New Mexico school libraries recommends for elementary schools (4, p.54):

> "In schools with a centralized library a certified school librarian shall be employed or interim measures may be provided which include the part-time services of a qualified librarian and/or the services of a trained library aide or aides."

Although these standards were supposed to become effective in 1969-70, these recommendations have been reached in very few of the schools in New Mexico. There are no graduate schools of library science in New Mexico and Eastern New Mexico University is one of the three colleges which has an undergraduate program in library science. There are no programs in the state for training for the paraprofessional positions of library media aides or technicians needed to man the libraries and media centers in the elementary schools in New Mexico until the schools are ready to employ full-time certified media specialists. These trained library aides and technicians will be needed along with the certified media specialist to provide the

media services needed for a quality education in elementary schools in New Mexico.

Since New Mexico is sparsely populated and a rural area, many of the school districts are small and do not have the budgets required for quality media programs. Consequently, the media programs in these elementary schools are limited and manned by persons with little or no college training. The institute is planned for increasing the competencies of library aides by providing a curriculum designed for building competencies in the areas of graphics production and display, information and materials processing, operation and maintenance of instructional equipment, clerical tasks related to the ordering and receiving of materials, circulation and use of materials and equipment, and for working directly with students and teachers.

II. RESULTS OR BENEFITS EXPECTED

The results and benefits to be gained from the proposed institute for training library media technicians who are already employed in most instances as the only staff in the libraries and media centers in the elementary schools in eastern New Mexico would enable the participating schools to meet the minimum standards set out by the state of New Mexico in 1968 and greatly improve the media services in these schools. This would provide paraprofessional library media center staffing sorely needed to bridge the gap until certified professional media personnel can be employed in every elementary school in New Mexico. Until the time that there can be funds and incentives for the smaller school districts to employ certified media specialists, it may still be that a media specialist may have to cover more than one school and the services of a trained technician would still be very necessary.

III. APPROACH

The proposed institute is planned in two parts: A five week summer session on the campus at Eastern New Mexico University at Portales and a sixteen week on-the-job training phase in the participating elementary schools in the seven county areas in eastern New Mexico. In seeking applicants for the institute, contact will be made with school administrators in these seven counties. These administrators will be asked to identify library aides in the elementary schools who have not had college training in library science and who would be willing to attend the summer session on the Portales campus and work under the supervision of a certified librarian/media specialist or the building principal in the fall on-the-job training phase of the project.

The subject matter to be covered during the summer session will be designed to teach the following competencies:

- repairing and maintaining equipment
- providing instruction in the operation and use of instructional equipment
- producing graphics and display materials, such as transparencies, posters, charts, graphs, and exhibits
- assisting in the technical processing of information and materials by performing such tasks as bibliographic searching and processing of materials
- preparing, processing and receiving orders
- processing materials
- maintaining records, inventories, and bookkeeping accounts
- locating and retrieving materials and equipment for users and assisting them in using media center resources
- shelving, filing, and duplicating materials

- checking lists and bibliographies to determine the availability of materials
- performing circulation tasks such as charging, reserving, booking, scheduling, and delivering materials and equipment.

The five week summer session will meet five hours a day, five days per week from 10 - 12 and from 1 - 4. The morning session will be spent in the classroom for teaching theories and presenting instructions to be utilized in the afternoon laboratory session. Methods used will include lecture, films, and demonstrations. The afternoon session will be spent in the education media lab where the institute participants will have access to equipment for making transparencies, posters, bulletin board displays, slides and audio tapes. They will learn how to use duplicating equipment and how to set up, utilize, and maintain motion picture projectors, slide and filmstrip projectors, and to do simple book repair. Labs will also include exercises in bibliographic searching, ordering, processing and maintaining catalogs and files. Six semester hours of college credit can be earned in this curriculum for paraprofessional media personnel.

During the on-the-job training phase of the institute, the project director will visit each of the participants in the elementary school where he/she is employed and give any individual guidance or instruction which is needed. Evaluation procedures will involve getting input from the building principal and/or media supervisor on the improvement in the media services which can be attributed to the library aide's participation in the institute. Participants who have shown that they have the aptitude will be encouraged to continue their formal education by taking summer work at Eastern New Mexico

University which can lead to an undergraduate degree and certification as a school media specialist in New Mexico.

Organizations and consultants who will act as advisors in this project and use the results in state-wide planning in the area of school library media staffing include the New Mexico Library Association and its committees on library development and certification of which the project director is a member. Deloris Dietz, Library Media Specialist with the State Department of Education in Santa Fe, New Mexico will also act in an advisory capacity to the project director.

Dr. Howard Webster, Coordinator of the Education Media Discipline in the School of Education at Eastern New Mexico, will serve as a consultant in the area of media production and equipment.

Dr. Lucille Baird, Coordinator of the Library Science Discipline in the School of Education at Eastern New Mexico University and project director, will serve as the supervisor of the on-the-job training phase of the institute as well as acting as the coordinator during the on campus summer session as part of her regular duties to the university.

IV. GEOGRAPHIC LOCATION

The target area for the project is a seven-county area in eastern New Mexico. These counties are Roosevelt, Curry, Quay, DeBaca, Chaves, Eddy, and Lea. The target area, as well as the greater part of New Mexico, is characterized as "rural" by the Department of Labor. The state has approximately one million inhabitants with one metropolitan area comprising one-third of the total population. The entire target area for this project is rural and is described as being isolated from

the mainstream of American life. There are only four major cities within the project area (Clovis, Roswell, Portales, and Carlsbad). The elementary school population in the seven-county area is about 22,000.

The socio-economic level in southeast New Mexico is quite low and there is a high percentage of Chicanos and Native Americans in this area. Since so many of these children come from economically and culturally disadvantaged homes, the need for good media facilities and services is indeed great.

V. PROJECT DIRECTOR

Dr. Lucille Baird, Coordinator
Library Science Discipline
School of Education
Eastern New Mexico University
Portales, NM 88130
505-562-2832

Dr. Baird has the following qualifications: B.A., B.S., M.L.S., Ph.D. Doctoral dissertation is in the area of elementary school media programs (5). Experience includes both classroom teaching and librarianship at the elementary, secondary, community college, college, and university levels.

The other key person(s) will be the faculty employed for the five-week summer session. These positions require a fifth-year library or educational media degree and experience in an elementary school library or media center.

VI. EVALUATION PLAN

Karen James, Library Media Specialist with New Mexico State Department of Education, will serve as an outside evaluator for this project. Questionnaire forms will be developed by the project director

for completion by the participants at the end of the training program. The completed forms will be made available to Ms. James for her use in evaluating the institute.

SOURCES CITED

1. Eastern New Mexico University. General Catalog, 1977-1979.

2. American Association of School Librarians and Association for Educational Technology. Media Programs: District and School. Chicago: American Library Association, 1975.

3. New Mexico Library Directory, 1975-76.

4. Minimum Standards for New Mexico Schools. Santa Fe: New Mexico State Department of Education, 1968.

5. Baird, Margaret Lucille Elliott. Media Programs in Selected Public Elementary Schools in Oklahoma. Ph.D. Dissertation, Iowa State University, 1976.

PERFORMANCE REPORT FOR 13.468 -- LIBRARY TRAINING

TITLE OF PROJECT: Library Media Institute for Paraprofessionals

PROJECT DIRECTOR: Dr. Lucille Baird, Coordinator
Library Science Discipline
School of Education
Eastern New Mexico University
Portales, New Mexico 88130

EXTERNAL EVALUATOR: Karen James
Library Media Specialist
State Department of Education
Santa Fe, New Mexico

BACKGROUND AND OBJECTIVES

There are eighty-eight school districts in New Mexico, with enrollments ranging from 99 to 84,019 students. Such divergence in enrollment indicates even greater differences in staffing patterns and therefore program capabilities. An additional and related dissimilarity in New Mexico schools is their operating budgets, tax base, available funding sources, etc. Although it is not true that all large districts have certified librarians in their elementary libraries and all small districts have only library aides, lack of sufficient funds is often the reason given for the latter. It is ultimately a local decision.

There has been a real need for educational programs for elementary library aides in New Mexico. Working situations vary greatly; training and supervision for uncertified library aides is available in some districts and not in others.

Although the particular recommendation quoted in the proposal from the 1968 Minimum Education Standards for New Mexico Schools is not included in the current Standards, this is still the direction provided by the Library Media Specialist at the State Department of Education.

The Library Media Institute for Paraprofessionals has been conceived and designed to meet and has met a specific educational need for New Mexico elementary school staffing.

PROGRAM

The institute was planned for building competencies in the following specific areas:

- graphics production and display
- information and materials processing
- operation and maintenance of instructional equipment
- clerical tasks related to the ordering and receiving of materials
- circulation and use of materials and equipment
- working directly with students and teachers

Results of conversations and interviews with participants, (during the on-site summer session, in Albuquerque several months later, and with some in their own libraries) affirm that these objectives have been met and that they were satisfied or more than satisfied with the coverage.

An important aspect of the institute although it is not mentioned as an objective per se is the opportunity it provided these aides, whose experience varied from 0 - 6 years, to mix with, share with, and learn from other paraprofessionals whose working environments were very similar to their own. In most instances, these individuals are one-of-a-kind in a school and are therefore isolated from and often unaware of like programs.

CHANGES FROM PROPOSAL

Because it was difficult to secure one faculty member who was qualified to teach in the audiovisual and library skills areas, it

was necessary to employ two faculty members. In order to make it economically feasible for Don Mulder, audiovisual director from Truman Middle School in Albuquerque, who taught in the area of media production and utilization, the five week on-site institute was divided into two 2½ week sessions with Don Mulder teaching the first session and Mary Clotfelter, a very capable part-time instructor in the library science program at Eastern New Mexico University, teaching in the area of selection and processing library materials and the project director instructing in the area of working directly with teachers and students during the last session.

Some exceptions to the geographical area from which participants were to be selected were made due to the limited number of qualified applicants from the seven county target area. Three library aides from the northern part of the state were selected. Because two of the aides selected withdrew before the institute began, a library aide who had applied and was not selected because she already had considerable college work including some library science was allowed to participate in the project. This made nineteen participants instead of the original twenty. Because of ill health, another participant dropped out at the end of the second week of the institute. At the beginning of the second session another participant was admitted to the program though she was not currently employed as a library aide. Since it was late in the institute, no stipends were provided for this participant.

PARTICIPANTS SELECTED FOR INSTITUTE

	Mary Alarcon-	Mountain View School, Tucumcari	Anglo and Spanish
	Jackie Anstey-	Yarbro Elementary, Lovington	Anglo
	Ann Crenshaw-	Riverside School, Carlsbad	Anglo
	Tommie Doporto-	Roselawn School, Artesia	Spanish
	Eva Escamilla-	Pecos Elementary, Roswell	Chicano
	Dora Garcia-	Espanola Elementary, Espanola	Chicano
*	Lupita Gonzales-	Dixon Elementary, Dixon	Native American
**	Virginia Gonzales-	Hernandez Elementary, Espanola	Chicano
	Sue Harmon-	Steiner School, Portales	Anglo
	Betty Hartley-	Hermosa School, Artesia	Anglo
	Joyce Hill-	Brown School, Portales	Anglo
	Linda Hobbs-	Sandia Elementary, Clovis	Anglo
	Mary K. Holland-	Grady School, Grady (K-12)	Anglo
	Juhree Miles-	Hagerman Elementary, Hagerman	Anglo
	Clara Montano-	Granger Elementary, Tucumcari	Chicano
***	Sharon Kiper-	added last session, not employed as aide; substitute teacher, Portales	Anglo
***	Janie Newberry-	Lincoln Jackson School, Clovis	Anglo
	Jackie Pruet-	Barry Elementary, Clovis	Anglo
	Loyda Salazar-	Alcalde Elementary, Alcalde	Chicano
	Virginia Smith-	Hillcrest Elementary, Carlsbad	Anglo
*	Nita Faye Velarde-	Velarde Elementary, Velarde	Anglo
	Faith L. Watson-	La Casita Elementary, Clovis	Black

*- dropped out before institute began
**- dropped out before institute was over
***- was selected to replace one who dropped out

As part of the on-the-job training phase fifteen of the participants, the library Coordinator for Clovis Public Schools, and the project director visited two model school library media programs in Albuquerque (Truman Middle School with Don Mulder and Navajo Elementary School) and the Central Library Processing Center for the Albuquerque Public Schools. This provided an opportunity for Karen James to talk with these aides and learn how they had put some of the training they received into action in their own schools.

EXTERNAL EVALUATION

The lasting enthusiasm of the participants for their work, the institute, and their obvious admiration and respect for their instructors all speak to the success of the total program.

Even with the stipend (a most thoughtful inclusion) attendance and participation was a hardship for some. However, participants spoke of the need for more time to work on improving their skills and the possibility of another course.

The letter (page 15) from an elementary library supervisor speaks eloquently for other supervisors and administrators. Although improvements and changes varied necessarily with each situation, this observer can personally testify to one case where the progress was truly remarkable; the aide had gained self confidence and assurance in her ability to provide multiple learning experiences and opportunities for her students. (This particular observation was possible because of a prior visit during an indepth evaluation visit with the Department of Education, and a post-institute visit.)

Although there was much careful research and planning involved in the course design, this first session is undoubtedly the most valuable component in planning a follow up program. It has provided as much information to the instructors as it has to the participants; first, concerning the real world of an elementary library aide, and secondly, the observations of an untrained aide after a taste of some formal training.

DR. L. W. BYOUS
SUPERINTENDENT
DAVENPORT BEASLEY
ASSISTANT SUPERINTENDENT
CHARLES PRUET
BUSINESS MANAGER

Clovis Municipal Schools

PHONE (505) 762-3781
8TH AT PILE STREET / CLOVIS, NEW MEXICO 88101

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October 13th, 1973

Ms. Karen James
State Department of Education
Education Building Room B-1
Santa Fe, New Mexico 87503

Dear Karen:

I understand you are evaluating the Library Trainee Project held at Eastern New Mexico University this past summer, directed by Dr. Lucille Baird. I would like you to know that I feel it has been one of the most outstanding additions to our area in the library field.

We had four of our Elementary Library Aides in the project and they came back to work this fall excited and enthusiastic about all they had done and learned. They have passed this excitement on to others in our system.

I feel there is a real need for something like this in our state and heartily recommend it be continued.

Sincerely,

Mrs. Mary Kilmer

Mrs. Mary Kilmer
Elementary Library Supervisor

cc: Lucille Baird, Ph.D.

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INTERNAL EVALUATION

An instrument (page 17) was designed by the project director to be used to get input from the participants as to the strengths and weaknesses of the five-week institute. This evaluation took place during the visit of Karen James one day before the end of the summer session. The lesson on shelving and filing was not completed until the following morning.

Results of this evaluation appear in the following table:

ITEM	N	MEAN
1	18	3.667
2	18	3.944
3	18	4.722
4	19	4.0
5	19	4.579
6	19	3.739
7	16	3.75
8	19	4.739
9	19	3.947
10	19	4.584

Evaluation of Library Training Institute

On a scale from 1 (little or no help) to 5 (very great help) rate the following areas to indicate how much this training school has helped you to gain greater competency as an elementary school library-media aide.

Circle your response.

1.	Equipment maintenance and repair	1 2 3 4 5
2.	Operation and use of audio-visual equipment	1 2 3 4 5
3.	Production of graphics and display materials	1 2 3 4 5
4.	Preparing, processing, and receiving library orders	1 2 3 4 5
5.	Processing materials	1 2 3 4 5
6.	Maintaining records, inventories, and bookkeeping accounts	1 2 3 4 5
7.	Shelving and filing	1 2 3 4 5
8.	Bookmending	1 2 3 4 5
9.	Checking lists and bibliographies to determine availability of materials	1 2 3 4 5
10.	Planning and presenting storytelling and book talks	1 2 3 4 5

Participants were asked to use the back of the sheet to make comments on strengths and weaknesses in the institute and to indicate areas where they needed additional training. Need was expressed for more training in the following areas: Greater familiarity with children's literature, cataloging and processing of materials, equipment usage and maintenance, and teaching of library skills.

When visiting with these aides in their schools and talking with supervisors and principals, the project director was able to further evaluate the project. Taking part in this program had improved competency and self confidence in working directly with students in storytelling, developing listening centers, processing media, and using equipment in developing some media. The need for more training in selection of materials and in teaching library skills was evident. Several of these aides are interested in taking more college courses; some of them took courses during the fall and spring of 1978-79. It seems that this institute wheted their appetite for learning and gave them confidence they needed. Some of the participants were given a raise in salary in the fall due to their training in the institute. The unemployed participant who entered the program for the second session has been employed by the Portales Schools as library-aide for the 1979-80 school year.